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ABSTRACT

A study examined communication majors' attitudes toward job opportunities in their chosen areas (and communication in general) and how communication majors have proactively prepared themselves to enter the work world. A convenience sample of 140 undergraduate students enrolled in communication programs at 4 different universities responded to a survey. Data were analyzed for differences among various demographic factors. Results indicated that student attitudes toward the job market are fairly realistic. They are aware that the market is competitive and that job opportunities may not be abundant. However, they still feel fairly optimistic about their chances of finding a position, even within a six-month period. Students rated their academic departments as mediocre in helping them prepare for the job search, but departments were rated more positively on career preparation. Students themselves have not taken very much initiative in their own job search preparation. They lack knowledge about university resources, and their own job preparation behaviors are limited. Recommendations include departmental internships, formal job search sessions, informal meetings with former graduates of the program, and continued understanding of students' justified fears. (Three tables of data are included; the survey instrument is attached.) (Author/RS)

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ED 361 815

Enter at Your Own Risk: Communication Majors

Student Attitudes and Assessments about the "Real World"

and their Readiness for It.

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CS508327

Paper presented to the joint Southern Speech Communication Association and Central States Communication Association Annual Convention, Instructional Resources Division, April 1993

Enter at Your Own Risk: Communication Majors Student Attitudes and Assessments about the "Real World" and their Readiness for It.

Abstract

The paper reports partial results of a survey conducted with a sample of Speech/Communication undergraduates in several different areas of the country, in many different communication concentrations. Communication majors from the mideast, south, central south, and west are aggregated to report overall attitudes toward the job market, their level of confidence about the job search, and job search preparation. Results are analyzed for difference between various demographic factors. Results indicate that student attitudes toward the job market are fairly realistic. They are aware that the market is competitive and that job opportunities may not be abundant. However, they still feel fairly optimistic about their chances of finding a position, even within a six-month period. Students rated their academic departments as mediocre in helping them prepare for the job search but, departments were rated more positively on career preparation. Students themselves have not taken very much initiative in their own job search preparation. Their lack of knowledge of university resources and their own job preparation behaviors are limited. Recommendations include departmental internships, formal job search sessions, informal meetings with former graduates of the program, and continued understanding of students justified fears.

At a recent convention an SCA member began a presentation with a joke.

"Asked of a Speech Communication major: 'What will you do with this degree?'

Answer: 'The same thing that I would be doing without this degree!"

Regardless of the accuracy of this perception, students' fears and concerns about the job market can be surfaced easily in class discussion. Often the most common question is some version of: "Now, what can I do with this degree?"

The question takes on more urgency in light of the current state of the economy. We are bombarded with a fairly consistent media message that the job market will not recover soon (Levinson, 1992). Reports of layoffs are announced weekly (Greenwald, 1992) along with news that the downward turn is worldwide (Liscio, 1992). These depressing economic indicators combine with reports that even with an increased number of Americans going to college, the expected benefits of a degree often are not fully materialized (Samuelson, 1992).

Student concerns about the utility of their degree for the marketplace combine with the repeated "scarcity of jobs" message to create an extra need for sensitivity on the part of university educators. Very little research about communication student attitudes toward the job market has been completed. Barber and Baukus (1988) found that mass communication students overestimated the amount of reward they would gain from their work and underestimated the amount of clerical work they would be asked to do. Mann (1987) surveyed journalism students who explained their increased tendency to choose an advertising sequence over a news-editorial sequence with references to low salaries and lack of opportunities to use creativity. Poor working conditions and poor advancement opportunities were also mentioned.

While this research does provide information about how communication majors view their future occupations, it does not address the question of their attitudes toward their readiness to enter this occupation. Specifically, responses to two key questions merit attention. First, what are communication majors attitudes toward job opportunities in their chosen area and in communication in general. Second, how have communication majors proactively prepared themselves to enter the work world?

Method

Sample

A convenience sample of 140 undergraduate students enrolled in communication programs at four different universities responded to the survey. Three universities were public-funded institutions and one was a private university. The schools are located in different geographical regions of the country. The distribution of students among the four schools is shown in Table 1.

Table 1

Distribution of students among four schools

Value	Frequency	Percent
Mideast, private	49	35.0
Southern, public	17	12.1
South Central, public	30	21.4
Western, public	44	31.4
Total	140	100.0

Nearly all of the respondents were either juniors or seniors (94%). The majority of the sample was female (65%). Thirty-four percent was male. The students indicated one of ten

major degree programs: communication, advertising, broadcast journalism, media management, media production, organizational communication, public relations, print journalism, media performance, or corporate communication. For ease of analysis, advertising and public relations were combined; organizational communication was grouped with corporate communication; and the media-related majors were clustered under mass media. The distribution of student degree programs is shown in Table 2.

Table 2

Distribution of student degree programs

Value	Frequency	Percent
Communication	88	62.9
Mass Media	23	16.4
Org Comm	12	8.6
Pub Rel	17	12.1
Total	140	100.0

Questionnaire

A four-page questionnaire was designed to measure student attitudes toward the job market, toward their academic program, and job preparation behaviors. Questions were adapted to each university by a professor employed at each site. The survey also contained four open-ended questions. Only the quantitative responses are analyzed for this paper.

Procedures

Surveys were distributed by communication professors in their major classes during the fall semester. Students completed the survey during class time.

Analysis

Statistical analyses were performed using SPSSx. Descriptive statistics were combined with t-tests and one way analysis of variance in order to test group differences. Post hoc comparisons were made using the LSD procedure. Where means are reported, the question response set was a Likert scale which ranged from 1 "strongly disagree" to 5 "strongly agree." Grouping variables were those factors which may account for variance in attitude and preparation such as: GPA, school, major, internship program participation, professional organization participation, and knowledge of communication graduates who are employed in the field.

Results

Attitudes toward the job market

Starting salary expected. The questionnaire asked students to estimate their starting salary for a desirable position in the communication field. As indicated in Table 3, 60% of the survey respondents expected to earn between $20,000 and $30,000.

Table 3

Starting salary expected

Value	Frequency	Percent
$10K-$14,999	4	2.9
$15K-$19,999	23	16.4
$20K-$24,999	50	35.7
$25K-$29,999	34	24.3
$30K-$34,999	14	10.0
Over $35K	7	5.0
Don't Know	6	4.3
Total	140	100.0

Chi square analysis revealed one significant difference in salary expectations when crosstabulated with major. Students majoring in organizational communication and general communication expected to receive significantly higher salaries than students majoring in mass media or public relations (Chi square = 40.15; $p < .001$). For example, 68% of the mass media majors and 93% of the public relations majors expected to earn less than $25,000. On the other hand, 82% of the communication majors and 55% of the organizational communication majors predicted starting salaries from $20,000 to $35,000. Another 18% of the organizational communication majors put their salaries above $35,000. No group differences were found for gender, GPA, or intern experience.

A separate question asked students to rate their level of agreement with the statement, "I am willing to accept a starting salary lower than my salary expectations." Respondents generally agreed with a mean rating of 3.6 on a 5-point scale. Nearly two-thirds of the sample agreed or strongly agreed with the statement. In a group breakdown, students with lower GPA's (2.5-2.99), when compared with those one "step" up (3.0-3.49) appeared most willing to accept a lower starting salary ($M=3.8$) while those students between 3.0 and 3.5 responded with a neutral response ($M=3.3$). The two groups were significantly different ($f_{3,125} = 2.95$; $p < .03$). No other group differences were found.

Nature of job market and job opportunities. Three survey questions asked respondents to gauge the competitiveness of the job market and the extent of opportunity in communication and in their concentration area. Students perceived the job market in their geographic area to be generally competitive and reported uncertainty about the extent of opportunities in communication and in their major area.

Overall, respondents agreed that the job market in their respective areas was competitive with a mean response of 4.2 on a Likert scale ranging from 1, "strongly disagree" to 5, "strongly agree." However, geographic group comparisons revealed that students from the southern school recorded a significantly lower mean (M=3.4) than any of the other three schools ($f_{3,134} = 8.71$; $p < .000$). Students who had received academic credit from an internship experience reported significantly stronger agreement with this question. These students had a mean response of 4.4 while students who had not completed an internship responded with a significantly lower mean response of 4.0 ($t_{134} = -2.36$; $p < .02$. No group differences for GPA, major, or professional organization membership.

Further questions asked for the students' level of agreement with the statements, "In general, there are ample desirable job opportunities in communication" and "... in my area of concentration." Responses to these two questions were neutral. For ample opportunities in communication, the mean level was 3.1 with 34% of the sample marking neutral and 28% either disagreeing or strongly disagreeing with the statement. Students were equally unenthusiastic about job opportunities in their concentration area. Responses to this statement reached a mean level of 3.0 with 30% in disagreement, 30% neutral, and 27% in agreement.

Similar to the competition of the job market question, the southern school responses were significantly different from two other schools ($f_{3,133} = 3.30$; $p < .03$). With regard to the amount of opportunity in communication, the southern school reported agreement with this statement (M=3.6) while the mideast school and the western school were more neutral (M=2.9).

Students with grade point averages over 3.5 did not agree that there were ample job opportunities in their concentration area. Their group mean (2.5) was significantly lower than one other group, those with GPA from 2.5 to 2.99 (M = 3.2); ($f_{3,124} = 3.00$; $p < .03$).

Majors were asked to gauge employers' general response to a communication degree by rating their level of agreement with the statement, "Employers are generally impressed with a degree in communication." Students were neutral toward this statement with a mean rating of 3.0.

Confidence in own ability. Despite this rather mediocre context, Communication majors were moderately confident about their ability to find a job in the communication field and in their area. When asked if they were confident that they would be able to obtain a position in the communication field, only 12% disagreed or strongly disagreed. Over half agreed or strongly agreed that they would find a position in communication. Yet, over one-third of the sample placed themselves in the "neutral zone." The mean response level was 3.5. When faced with a time-bound statement, "I believe I will find a position within six months of my graduation date," students responded more positively with a 3.7 mean response. For this statement, over 60% of the majors agreed or strongly agreed. Significantly, the question did not specify a job in communication, but, simply, "a position." No significant group differences were found on either of these two questions.

Students were asked if they would be willing to relocate to obtain a desirable position in the communication field. Over two-thirds of the survey respondents agreed or strongly agreed with this statement. The sample mean was 3.7 on a 5-point Likert scale. A significant difference was observed between those students who belong to one or more

professional organizations and those who do not. Those who were professional organization members agreed that they would be willing to relocate to find a position in their field at a mean level of 4.2. Those students who were not members reported significantly less willingness to relocate with a mean level of 3.6 (t_{134} = -2.79; $p < .007$). No other significant group differences were seen.

Preparation for the job market

Clear job expectations. Preparing for the job market can involve psychological preparation as well as pragmatic activity-oriented preparations. Before students can look for a job, they must have a clear idea about the type of job they want. Almost half (44%) of the survey respondents agreed or strongly agreed that they had a clear job expectation. However, the other half (46%) responded with neutral or disagree. The sample averaged 3.3. Group comparisons reveal a significant difference between students with a mass communication major and those with a general communication major ($f_{2,133}$ = 4.91; $p < .02$). Mass communication majors report significantly higher clarity about the type of job they will pursue (M = 4.0) when compared to the communication majors (M = 3.1). No other groups comparisons showed significant differences.

Academic program assessment. Students were asked to assess how well their academic program had prepared them for the job search and for a career. Communication departments fared poorly with the statement, "The program offerings in my area provided adequate job search preparation." Students reported a mean level of agreement of 3.0 with this statement. Nearly half of the sample were neutral and 25% said they disagreed or strongly disagreed with this statement. Level of agreement with this statement was

significantly different for those students who knew a communication graduate who had a position in the field (t_{131} = -2.05; $p < .04$). Those who had such an acquaintance rated their agreement more positively with a mean score of 3.0 while those who did not know any graduate rated a 2.6. A second group difference was associated with membership in a professional organization. Those students who reported that they were members of one or more professional organizations agreed significantly more that the offerings had provided adequate job search preparation (M = 3.3) when compared to those students who were not members of a professional organization (M = 2.8; t_{129} = -2.62; $p < .01$). Groups by school, major, or GPA groupings showed no significantly associations.

The students academic programs rated more highly in preparation for a career. Survey participants agreed with the statement "_____ Department of Communication has prepared me for a career in communication" at a mean level of 3.7. Over half of the respondents agreed or strongly agreed with that statement. When compared by major, the general communication major (M = 3.9) rated significantly more positively than the public relations majors (M = 3.2; ($f_{93,135}$) = 10.3; $p < .004$). While the survey made no distinction between universities who required an internship and those which do not, only 34% of the respondents reported that they had earned academic credit for a communication internship experience.

Student job search preparations. The survey also asked students about their own preparations to enter the "real world." Overall, students have not taken the initiative to prepare themselves. For example, the vast majority of this sample of communication majors (86%) were aware that their university had a career planning and placement center.

However, when students were asked to identify the building which housed the placement center, a question designed to test their previous claim, 36% of the survey respondents (over 90% juniors or seniors) identified an incorrect building. Further, when asked whether their placement center provided a generic list of services such as resume workshops, job search workshops, and interview workshops, over 35% in each case said they did not know whether these services were provided. Finally, one question asked if they had visited the career planning and placement center at their university. Nearly 70% of this sample of predominantly juniors and seniors had not visited the career center. Only 7% of the sample had visited their placement center over 4 times. A chi square analysis showed a significant association between the number of visits and year in school (Chi square = 17.71; $p < .001$). The seniors in the sample were significantly more likely to have visited the center. However, over half (56%) of the seniors in the sample reported that they had never visited the placement center.

Students reported slightly better behavioral indicators of other job search preparations. For example, two-thirds of the sample respondents had prepared a resume and about the same number were acquainted with other communication graduates who had jobs in the field. This second characteristic may be a product of personal friendships rather than any formal networking activity. On the down side, fewer than a quarter (24%) had prepared a portfolio and over three-quarters (77%) did not belong to any professional organization such as PRSSA, American Marketing Association, ASTD, etc.

Discussion

Summary

Student attitudes toward the job market, opportunities in general and specific, and starting salaries appear to be fairly realistic. They recognize that the job outlook is tentative. Their responses reflect some degree of uncertainty about the extent of opportunities in communication and in their concentration area. Further uncertainty is seen in whether employers will value their educational background. Several contingencies may affect a student's attitude toward the job market such as: geographic area, intern experience, and GPA. Job outlook in the south is judged to be more positive while the mideast and west are not as positive. Interns and students with higher GPA's see more competition and less opportunity in the work world. These contingencies may reflect a heightened awareness through experience with the realities of these economic times as well as a broader understanding of the system.

Mass media and public relations majors have lower expectations for starting salary. These expectations may be related to the clarity of job expectations in these fields. On the other hand, a general communication major or an organizational communication major could enter the job market as a trainer, a salesperson, a management trainee, or a fund raiser. The potential for higher salaries in some of these areas may be reflected in their expectations.

While students were uncertain about the general outlook, the chances for the "generalized other," they were much more positive about themselves. When asked about their personal chances of landing a position, the students were in agreement: That infamous "other guy" was the one who wouldn't get a job. Students had the right ideas to support

their search during difficult times. They were willing to accept a lower starting salary than their previous expectation and they were willing to relocate.

Preparing students for the job search and for a position in the work force is a responsibility which must be met by both students and academic programs. This survey indicated mixed success and failure on both parts. First, whether lack of clarity for job type can be blamed on the student or the program from which they come is debatable. What is not debatable is that too many communication majors are not clear about the type of job they expect to go after. When this first step in the job search process is tentative, the rest of the job search is made much more difficult. The mass communication majors claimed more job clarity than other majors. This challenge must be met by academic departments. We hang signs that answer the question, "What can you do with a Communication Degree?" but, do we fully address this question in our classes?

Students felt that academic departments were doing a poor job of preparing them for their job search activities but a good job of career preparation. Communication scholars may be tempted to pass the job search preparation duties on to the placement centers. But, when students rated their confidence in the placement center's ability to assist them, they were neutral, with a mean rating of 3.0. Personally, many students have told me that the placement center seems to be geared to either business majors or education majors. They have felt like the placement center doesn't really know what to do with a communication major. Many major curriculums have a Business and Professional Communication course which may include the resume construction and job interview skills. But, many times, this course is an elective. The good news here is that students were more positive about their

academic preparation for their careers. Students agreed that departments were providing adequate career preparation.

Students feel their departments are not providing adequate job search preparation, but, they do not appear to be seeking out these necessary skills for themselves. Their knowledge and use of university services through the placement center was minimal. Survey respondents reported that they had not engaged in professional networking through organization membership nor had they prepared a portfolio. Preparing a resume was the nearly the extent of their job search preparations.

Recommendations

Professors often take an unfair "rap" for living in the "ivory tower." Students sometimes feel we don't understand the "real world." Whether that belief is true or not is unimportant. The issue here is whether or not we are producing graduates who know how to leave the "ivory tower" and land an income-producing, tax-paying job. We can no longer delude ourselves with the belief that our job is to "get students to think" or to "teach content, not skills." Our success in this one aspect could contribute to our triumph or to our downfall.

As we begin to understand the crucial role of departmental fund raising in departmental survival, these student attitudes take on more importance. Kelly (1991) has utilized a systems approach to analyze fund raising and has suggested that all system components should be looked at in an effort to preserve organizational autonomy and mission. Given this perspective, undergraduate students, as part of the fund raising system, need to be paid attention to, even catered to. Faculty must understand that their students'

success rate in a job search can have a direct impact on their ability to finance department projects. We can help students to help themselves during this important time instead of simply showing them where the placement center is located. Such actions will return benefits many-fold. For example, those students who felt more prepared for the job market also tended to be more positive toward their academic program. These are the students who will look back fondly, will speak highly of their undergraduate program, will send new students to that same program, and may even choose to attend graduate school at the same institution.

The survey results suggest some specific actions which may be instrumental in more adequately preparing students to enter the "real world." Some of the more positive outcomes are associated with experience, knowing someone in the field, belonging to a professional organization. These factors seem to be linked with students responding more positively toward their own academic programs, and to the looming job market. The recommended action seems clear. Get students out into the field.

Specifically, internships should be a required part of every academic program. They should be viewed as an apprenticeship period where the students can apply the content from their major courses, similar to student teaching. The internship experience helps the student begin to understand networking and the importance of professional organizations. During the internship experience, students learn positive work habits and clarify their job expectations.

Communication departments should sponsor several professional organization memberships. These organizations provide a necessary link to professionals in the field. The professionals very often reiterate faculty concerns about students not applying themselves to their work. My experience has been that they champion the role of theory in productive

organization membership and downplay a merely "skills-oriented" approach. In addition, they present a very important opportunity for undergraduates to network in their chosen field.

Communication departments should sponsor events where their own graduates regularly visit campus. Former students should be asked to speak for classes or to present a program to the PRSSA. Keeping contact with former students provides expertise for present students and, provides an equally important contact for the department. Who else would be expected to help support important departmental efforts other than satisfied former students?

Finally, job search techniques should be taught within communication departments. Some programs will not have space for a course on resume building and interviewing communication. In such a case, departments could sponsor several sessions for potential graduates during the fall and spring semesters. These special sessions would be designed to help students prepare for the job search.

Student attitudes toward the job market at this uncertain time are equally uncertain. Students are justifiably fearful of not finding a desirable position in their chosen field. Our responsibility is to understand those fears and to expose students to job search techniques which are designed to help them face their fears.

Limitations

Present results are descriptive statistics which are meant to provide an overview of the data only. The difference tests were treated as independent tests. Thus, type I error is higher than is acceptable. Further data analysis will continue in order to identify a factor structure within the questions, compute factor scores, and proceed with a multivariate regression analysis. Using this method will allow for a more thorough analysis of the

interactions between and among the various contingencies such as intern credits, major, and GPA.

A larger sample is needed to continue this assessment for publication purposes. To that end, a blank survey form is attached to this paper. If you read this paper and would like to contribute student responses, please contact the first author. Each contributing university will receive a set of descriptive statistics which includes their students only.

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SURVEY OF COMMUNICATION MAJORS

The purpose of the survey is to understand how Communication majors feel about the job market in general and their preparation to enter it. Please answer each question as honestly as you can. Please answer every question as honestly as you can. To insure your anonymity, do not write your name on this form. Thank you for your effort.

Place an X in the box ([X]) corresponding to your answer for each question.

1. Year in School:
   - [ ] Freshman
   - [ ] Sophomore
   - [ ] Junior
   - [ ] Senior

2. Expected Graduation Date:

   Month: _____ Year: _____

3. Sex: [ ] Female [ ] Male

4. My Degree Program is:
   - [ ] Communication
   - [ ] Public Relations
   - [ ] Other
   - [ ] Organizational Communication
   - [ ] Mass Media

5. Will you be seeking a job in the communication field after graduation?
   - [ ] Yes
   - [ ] No ------> 5a. What are you plans following graduation?
     - [ ] Obtain a job in another field.
       What field? _____
     - [ ] Attend graduate school in communication.
     - [ ] Attend graduate/professional school in another field.
       What field? _____
     - [ ] Other

6. I plan to begin (or did begin) my job search:
   - [ ] One year before my graduation date
   - [ ] One semester before my graduation date
   - [ ] One month before my graduation date
   - [ ] After graduating
   - [ ] Don't know

7. If you were to find a desireable position in the communication field, what level of starting salary do you expect to be offered?
   - [ ] $10,000 - $14,999
   - [ ] $15,000 - $19,999
   - [ ] $20,000 - $24,999
   - [ ] $25,000 - $29,999
   - [ ] $30,000 - $34,999
   - [ ] Over $35,000
   - [ ] Don't Know

8. Rank order the following sources according to which is putting the greatest amount of pressure on you to find a job quickly. Rank the one exerting the most pressure with a "1", the next greatest amount with a "2", etc.
   - [ ] Myself
   - [ ] My parents
   - [ ] Economic necessity
   - [ ] Social expectations
   - [ ] Other Please specify: _____

Part I. THINK ABOUT YOURS AND OTHERS ATTITUDES TOWARD THE JOB MARKET AND THE JOB SEARCH.
Rate your level of agreement with the following statements by circling the appropriate letter(s):
(SD=Strongly Disagree; D=Disagree; N=Neutral; A=Agree; SA=Strongly Agree)

9. The job market in this geographic area is competitive.	SD	D	N	A	SA
10. I am confident that I will be able to obtain a position in the communication field.	SD	D	N	A	SA
11. I believe that the general economic outlook in the United States will effect my job search.	SD	D	N	A	SA
12. My friends and family have given me encouragement about my job prospects.	SD	D	N	A	SA
13. There are ample job opportunities in my area of concentration.	SD	D	N	A	SA
14. I feel a great deal of pressure to obtain a job soon after graduation.	SD	D	N	A	SA
15. I am looking forward to beginning a position in my chosen field.	SD	D	N	A	SA
16. I believe I will find a position within six months of my graduation date.	SD	D	N	A	SA
17. In general, there are ample desirable job opportunities in communication.	SD	D	N	A	SA
18. I am willing to relocate to obtain a desirable position in the communication field.	SD	D	N	A	SA
19. I am willing to accept a starting salary lower than my salary expectations.	SD	D	N	A	SA
20. I am looking forward to graduation.	SD	D	N	A	SA
21. My friends and family are confident that I can obtain a position in the communication field, if I choose to.	SD	D	N	A	SA
22. I am looking forward to my job search.	SD	D	N	A	SA

23. How many credits of [course name and number) :Communication Internship have you enrolled in?

[ ] 0 [ ] 3 [ ] 6 [ ] 9

24. I have the following type of work experience: (You may mark more than one.) [ ] None
- [ ] One or more internships obtained through Duquesne
- [ ] Volunteer work
- [ ] Part-time employment
- [ ] Full-time employment
- [ ] Other

Part II: THINK ABOUT YOUR PREPARATION FOR ENTERING THE JOB MARKET.

25. Are you aware that this university has a Career Planning and Placement Center?
   [ ] No
   [ ] Yes ----------> 25a. In what building is Duquesne University's Career Planning & Placement Office located?

_____

26. Which of the following services are offered by the university's Career Planning & Placement Office?

a. Resume Writing Workshop	[ ] Yes	[ ] No	[ ] Don't Know
b. Job Search Techniques Workshop	[ ] Yes	[ ] No	[ ] Don't Know
c. Interviewing Workshop	[ ] Yes	[ ] No	[ ] Don't Know
d. Placement Registration Workshop	[ ] Yes	[ ] No	[ ] Don't Know
e. Individual Counseling	[ ] Yes	[ ] No	[ ] Don't Know

27. During this past month, how many times have you visited the university's Career Planning and Placement Center?
   [ ] None
   [ ] 1 - 3
   [ ] 4 - 6
   [ ] Over 6

28. I plan to visit the university's Career Planning & Placement Center.
   [ ] Yes
   [ ] No ----------> 27a. If not, Why not?
      [ ] I don't have time.
      [ ] It is inconveniently located.
      [ ] I plan to use other services.

29. I know other communication graduates who have jobs in the communication field.	[ ] Yes	[ ] No
30. I have prepared a resume.	[ ] Yes	[ ] No
31. I have prepared a portfolio.	[ ] Yes	[ ] No
32. I belong to a sorority or fraternity.	[ ] Yes	[ ] No
33. I belong to one or more professional organizations (PRSSA, SPJ, AMA, etc.)	[ ] Yes	[ ] No

34. What is your greatest fear about conducting a job search?

35. If you cannot find a desirable position in the communication field within six months, what will you do?

Part III. THINK ABOUT YOUR ACADEMIC PREPARATION FOR ENTERING THE JOB MARKET.

Rate your level of agreement with the following statements by circling the appropriate letter(s): (SD=Strongly Disagree; D=Disagree; N=Neutral; A=Agree; SA=Strongly Agree)

36. I am clear about the type of job I want to obtain in the communication field.	SD	D	N	A	SA
37. The program offerings in my area provided adequate job search preparation.	SD	D	N	A	SA
38. A B.A. degree provides sufficient background for a desirable job in the communication field.	SD	D	N	A	SA
39. I am satisfied with the university's academic program in my area.	SD	D	N	A	SA
40. This Department of Communication has prepared me for a career in communication.	SD	D	N	A	SA
41. This Department of Communication has a comprehensive academic program in my area.	SD	D	N	A	SA
42. My academic advisor has been helpful in discussing career goals or plans.	SD	D	N	A	SA
43. Obtaining an internship in the communication field is necessary in order to find a desirable job in the communication field.	SD	D	N	A	SA
44. Employers are generaly impressed with a degree in communication.	SD	D	N	A	SA
45. I am pleased with my decision to pursue a degree in communication.	SD	D	N	A	SA
46. My skills in my area of concentration are adequate to help me obtain a desirable position in the communication field.	SD	D	N	A	SA
47. I have confidence in the Career Planning & Placement Center's ability to assist me.	SD	D	N	A	SA

48. My parent's income is between:
- [ ] under $20,000
- [ ] $20,000 - $34,999
- [ ] $35,000 - $49,999
- [ ] $50,000 - $64,999
- [ ] Over $70,000
- [ ] Don't Know

49. My overall G.P.A. is
- [ ] Over 3.5
- [ ] 3.0 - 3.49
- [ ] 2.5 - 2.99
- [ ] 2.0 - 2.49
- [ ] Below 2.0

50. List the TWO Communication courses that have been the most helpful in preparing you to enter your chosen field.

_____ _____

51. If you could change one thing about the Communication degree program, what would it be? (Use back of page, if necessary.)